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ABSTRACT

A project was designed to demonstrate that the inservice education of adult basic education teachers could be individualized. To accomplish this objective, the project (1) developed a self-instructional training course for teachers of English as a Second Language to adults, (2) used these course materials as the basis for training (on an individualized basis) over 600 teachers of adults in New York State, and (3) distributed nationally the self-instructional training course materials. The self-instructional nature of the training materials was designed to enable teachers to study on their own, working on individual needs, at their own rates of learning and at times of their own choosing. The materials were also designed to permit teachers to begin study at any point in the academic year. The first half of this document is the project report, which covers background information, objectives, procedures, conclusions, and recommendations. Appendixes comprise the second half and include project correspondence (used with teachers and to set up national dissemination), tables of contents from final versions of the training materials, selections from final versions of the training materials, and the national distribution pattern. (SH)

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ED143773

A DEMONSTRATION OF
INDIVIDUALIZED IN-SERVICE EDUCATION
FOR ADULT BASIC EDUCATION TEACHERS

JULY 1, 1970 - DECEMBER 31, 1973

Final Project Report

U S DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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THE STATE EDUCATION DEPARTMENT
Division of Continuing Education
Bureau of Basic Continuing Education
Albany, New York 12234

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Robert Poczik, project director

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I. ABSTRACT

The Bureau of Basic Continuing Education of the New York State Education Department used this grant to demonstrate that the in-service education of adult basic education teachers could be individualized.

To do this, the Bureau did the following:

1. Developed a self-instructional training course for teachers of English as a Second Language to adults.
2. Used these course materials as the basis for training, on an individualized basis, over 600 teachers of adults in New York State.
3. Distributed nationally the self-instructional training course materials.

The Bureau is convinced that this is a profitable approach to in-service education, as it alleviates many training difficulties related to the nature of adult education programs. These difficulties include the great variances in teachers' skills, needs, rates and styles of learning; the geographical dispersion of teachers and the existence of numerous small, isolated programs; the greatly varied working hours of adult education teachers; the prevalence of part-time teachers with limited hours to devote to professional development; and the high turnover of staff, which takes place throughout the academic year.

The self-instructional nature of the training materials that were developed enabled teachers to study on their own, working on individual

needs, at their own rates of learning and at times of their own choosing. It also permitted teachers to begin study at any point in the academic year.

The Bureau proposes to continue utilizing this approach to staff development within New York State, extending its use, as appropriate, to training in other areas of staff need.

II. BACKGROUND AND PURPOSE OF PROJECT

The Bureau of Basic Continuing Education has been involved in training adult basic education teachers since 1965. For the most part, this training consisted of periodic regional meetings run by the Bureau, supplemented by locally run workshops. These training activities did not seem to have an appreciable impact on the classroom behavior of teachers. In 1969, the Bureau embarked on a new staff development training program.

This new staff development program had several important features:

- Training was to be based on performance objectives (i.e., descriptions of what participants would be able to do as a result of training).
- Local adult basic education programs were asked to submit plans for staff development which included performance objectives, diagnostic and evaluative procedures.
- Trainees were expected to proceed through only those training activities which met their diagnosed needs (i.e., the training was to be individualized).

Though there were some notable successes and some very specific and systematic training took place, this overall effort proved to be difficult to implement on an ongoing basis.

Local program staff had difficulty developing specific, detailed staff development plans. The pressures of directly operating a basic education program on a day-to-day basis worked against this.

The Bureau concluded that it would have to assume the role of developing training resources, which could then be managed and used by local program personnel. It was felt that State level staff had the time and could more easily summon the resources for such an effort.

In 1969, the Bureau requested that the U. S. Office of Education fund the operation of an individualized in-service education program. This program was to be based on performance objectives, and would provide the diagnosis of staff needs and the measurement of skills acquired as a result of training. The U. S. Office of Education granted the New York State Education Department $99,000 to demonstrate the operation of such an in-service program.

The area of teacher education the Bureau chose for the demonstration was the teaching of English as a Second Language to adults. This area was selected because the teaching of English as a Second Language was critical to adult basic education programs. Nationwide, at least 20 percent of adults in adult basic education programs were learning English as a new language.[1] In New York State, the number exceeded 50 percent.[2]

The objectives of the demonstration project, as accepted by the U. S. Office of Education, appear in the next section of this report.

[1] First Annual Report of the National Advisory Committee on Adult Basic Education. Washington, D. C.: U. S. Government Printing Office, 1968.

[2] Adult Basic Education - New York State. Albany, New York: New York State Education Department, 1968.

III. OBJECTIVES

The objective for the first year of the project was the following:

> To demonstrate the operation of an individualized in-service education program which would modify teacher behavior and which would statistically measure this modification of behavior.

To demonstrate this operation, the Bureau proposed to:

1. Develop a minimum of four 15-hour individualized programs in the teaching of English as a Second Language which would deal with the sound system and grammar of American English. These programs were to be field tested and revised.
2. Develop a minimum of four competence tests in the teaching of English as a Second Language, each one of which would measure a teacher's ability to perform the behavior covered in one of the 15-hour programs. These tests were to be field tested and revised.
3. Establish a professional development center, housing a learning laboratory, in which a minimum of 200 adult basic education teachers could, within a 12-month period, go through at least one 15-hour individualized program including pretesting and posttesting. The procedures and physical layout of the center and laboratory were to be field tested and revised.

In 1972, the U. S. Office of Education granted an additional $22,950 to the project, to accomplish two additional objectives. They were:

1. To distribute by March 1, 1973, 60 sets of the 40-hour individualized English as a Second Language teacher education course to selected State and local adult basic education programs which employed a significant number of teachers of English as a Second Language to adults.
2. To collect for use at the English as a Second Language Teacher Education Center in New York City materials to help teachers gain a greater understanding of the language and cultural characteristics of Spanish-speaking adults. An index to the information contained in these materials was to be developed and distributed to selected State and local adult basic education programs by February 1, 1973.

Between the time that the project proposal for additional funds was written in November 1971, and its partial funding in June 1972, the Bureau decided to revise one of the objectives. It was felt that the second of the two objectives would primarily benefit the center in New York City, and would really produce little more than an indexed bibliography for national use. It was felt that a training unit on cross-cultural communication would be more useful to adult basic education programs in other states.

The U. S. Office of Education allowed the project to substitute the following objective:

> To produce a 10-hour self-instructional training module in understanding and teaching culture as a teacher of English as a Second Language to adults, and to distribute 50 copies of the module to selected State and local adult basic education programs by September 15, 1973.

The extent to which the Bureau met, exceeded or failed to meet these project objectives is reported in the section of this report entitled "Evaluation."

IV. PROCEDURES

A. Time Schedule

The following entries portray the flow of activities from the inception of the project (July 1, 1970) up to one year after the close of the project (December 31, 1974).

1970	June	Notification of grant award of $99,000
	September	Director for center in New York City hired
	November	Advisory Committee formed; It draws up training course objectives
	December	U. S. Office of Education approves Bureau request to subcontract for training materials production
1971	January	Institute of Modern Languages selected as subcontractor
	May	Center leased in New York City; Units I and II of training materials received
	June	Advisory Committee suggests revisions in Units I and II
	August	U. S. Office of Education funds Asian Institute in New York City; The revised version of Units I and II used as part of training program
	October	Center in New York City opens; 100 teachers enrolled
	December	Unit III of training materials received
1972	January	100 new teachers begin study at center

1972	February	U. S. Office of Education notifies project that a further grant of $22,950 will be given on July 1, 1972
	April	100 new teachers begin study at center
	May	Unit IV of training materials received
	July	U. S. Office of Education gives approval to develop training unit on cross-cultural communication
	September	Unit V of training materials received; Work is begun on culture unit
	October	U. S. Office of Education gives permission for Institute of Modern Languages to publish and distribute training materials
1973	January	Bureau learns that Institute of Modern Languages will be dissolved
	March	Training materials distributed to 140 New York State teachers outside New York City at 11 workshops
	May	Requests for proposals to publish training materials sent to nine publishers; No positive responses received from publishers; Center opens at new location in New York City; Training materials demonstrated at 1973 TESOL (Teachers of English to Speakers of Other Languages) convention in San Juan, Puerto Rico
	August	Extensive revision made of original training materials
	September	State Education Department decides to print and distribute the materials

1973	November	Training unit on culture received
	December	Federal support of project terminates
1974	April-May	> Final revisions made on training materials
	July-September	> Materials printed by State Education Department
	November	Newly-printed materials distributed to 280 New York State teachers outside New York City at 10 workshops
	December	250 sets of the materials distributed nationwide

B. Staff

When the project began in July 1970, Alfred T. Houghton, then Chief of the Bureau of Basic Continuing Education, served as project director. Robert Poczik, of the Bureau staff, worked extensively on the project.

In the third month of the project, Robert Gallagher was hired to work full-time on project activities. Mr. Gallagher worked intensively on the development of the first two units of the training materials and served in New York City as director of the Teacher Education Center from June 1971 until June 1972.

In February 1971, upon Mr. Houghton's retirement, Mr. Poczik was appointed project director, and so served until the termination of the project on December 31, 1973.

C. Decision to Produce Original Training Materials

When the project was first proposed to the U. S. Office of Education, the Bureau did not expect to produce extensive new training materials, but to use existing resources.

A year before the project began, the Bureau had acquired the Teacher Education Program (TEP) produced by English Language Services, Inc., of Washington, D. C. The Teacher Education Program was a completely self-instructional course that utilized programmed workbooks, audiotapes and 8mm films. It took an estimated 200 hours to complete the program.

The Bureau planned to use the Teacher Education Program as the basis of its individualized in-service education program. The Bureau planned to supplement and extend the usefulness of TEP in chiefly five ways.

1. TEP was to be broken down into smaller units so that it could be used by teachers who had only a limited number of hours each year for in-service training.
2. TEP was to be supplemented with other existing teacher education materials and with materials developed as part of the project.
3. Tests were to be developed so that a teacher's gain as a result of the program could be measured. These tests could also have been used for placement in the program, depending upon the individual needs of teachers.

4. Each lesson in TEP that was to be utilized in the project was to be carefully analyzed for its effectiveness and, if necessary, was to be replaced or supplemented.

5. Remedial lessons were to be written so that teachers needing additional help could be given it within the program. As it stood, TEP had no provision for remediation other than instructing the teacher to reread any lesson with which he was having difficulty.

Between the time the original proposal was written and the time the project began, the Bureau had reconsidered the value of using TEP as the basis of the demonstration.

The Teacher Education Program, because of its detailed nature and use of varied media, was a very expensive program to purchase. It was felt that if the project's training efforts were based on TEP, other programs would have to first purchase TEP to operate a training program like that one being demonstrated by the project. This would have seriously limited the dissemination of this approach to training.

The Bureau finally decided to produce its own self-instructional training course. This new course would only require 40 hours of study and would use only printed materials and cassette audiotapes as modes of presentation.

How the Bureau approached the production of these new training materials is described in the next section of this report.

D. Subcontracting for Materials Production

The Bureau was given permission by the U. S. Office of Education to seek bids for the production of training materials.

In January 1971, invitations and specifications for developing the materials were sent to the following companies or agencies:

1. The Center for Curriculum Development, Inc.
   Philadelphia, Pennsylvania

2. English Language Services
   Washington Educational Research Associates, Inc.
   Rockville, Maryland

3. Institute of Modern Languages, Inc.
   Washington, D. C.

4. Southwest Educational Development Laboratory
   Austin, Texas

5. School of Languages and Linguistics
   Georgetown University
   Washington, D. C.

6. Center for Applied Linguistics
   Washington, D. C.

Four bids were received in response to the invitation. Of these four, the Institute of Modern Languages, the lowest bidder, was accepted.

E. Advisory Committee

In November 1970, an advisory committee to the project was formed. The committee had as its members the following persons:

Kathryn Taschler
Adult Education Resource Center
Jersey City State College
Jersey City, New Jersey

Rebecca Roberts
Welfare Education Program
New York, New York

Eliane Condon
Director-Project BEST
Hunter College
New York, New York

Goldie Sachare
Work Incentive Program
New York, New York

Helen Guiliano
Adult Learning Center
Rochambeau School
White Plains, New York

Douglas Whinnom
Adult Basic Education Program
Hartford, Connecticut

Alice Perlman
Adult Basic Education Program
New York, New York

Dora Panteli
Bureau of Curriculum Development
New York, New York

Members of the advisory committee were chosen because of their active involvement as supervisors and trainers of teachers of English as a Second Language to adults.

The advisory committee was, in every sense of the word, a working committee. The members helped set objectives for the course, reviewed course outlines and carefully reviewed and edited sections of the course materials.

The advisory committee met on five occasions in the period from November 1970 to June 1971.

F. Initial Field Testing

The first two units of the self-instructional training materials were first used in August 1971, at the Institute for Teachers of Asian Adults, held in New York City. This Institute was operated by the Bureau under a grant from the U. S. Office of Education and served 75 participants.

During the Institute, participants studied the training materials for 1½ hours each day in an individualized learning laboratory setting. At the close of the Institute, participants gave the following reactions to the training materials and the individualized study approach:

Very positive	62 percent
Positive	30 percent
Negative	8 percent

The Bureau was encouraged by the favorable reaction to the first field use of the training materials. Detailed demographic and performance information was collected at the Institute and is described in this report in the sections entitled "Collection of Data" and "Evaluation."

G. Establishment of Teacher Education Center

To make the individualized training materials available on a regular basis, the English as a Second Language Teacher Education Center was established in New York City. The center was modeled after learning laboratories that had been set up throughout New York State for adult basic education students. It was felt that the same procedures used in adult learning laboratories - diagnosis of skill needs, availability of a variety of instructional resources, involvement of student in selecting learning activities - could be appropriately applied to the area of teacher education.

The center was fully equipped with study carrels and tables, individual tape recorders, films, a film projector and reference materials. A center director, Robert Gallagher, and a secretary were hired to operate the center.

The course of study offered at the center was based on and consisted primarily of the self-instructional training materials developed by the project. In addition, the Teacher Education Program, prepared by English Language Services, was housed at the center and offered a vast resource for teachers who chose to use it.

A catagorized listing of teaching skills dealt with in the reference texts and films at the center was compiled by the center director. This listing, in a 5 x 8 card file format, helped teachers locate information concerning teaching techniques and various student language problems.

The center provided in-service training for English as a Second Language teachers from three basic education programs in New York City: Title III Adult Basic Education, Welfare Education and the Work Incentive (WIN) Program.

In October 1971, 100 teachers referred from these three programs began study at the center. Most of these teachers attended on a half-pay basis (i.e., for every two hours of training, they received one hour's pay - up to 16 hours of training).

The center was open during late afternoon and evening hours, to accommodate the participating teachers' working schedules. Teachers studied primarily on an individual basis and set up their own study schedules. On any given evening, there would be approximately 15 teachers studying at the center. Most would be studying the self-instructional materials at individual study carrels. A few might be looking at a film or reading one of the reference texts.

The first group of 100 teachers was given three months to complete their course of study. In January 1972, a new group of 100 teachers was enrolled at the center. Again, in April 1972, a new group of 100 teachers was admitted.

Teachers, in general, said they enjoyed studying at the center. They remarked upon its pleasant setting and the freedom they were allowed in choosing what, when and how long they would study.

An informal record was kept of teachers' reactions to the center. A few examples may help to portray the general attitude of teachers toward the center and the self-instructional training course.

"The only person I was competing with while learning was myself, and the immediate reinforcement, knowing I had the correct answers right made for a positive attitude on my part."

"We were welcome guests in a most pleasant learning environment. If we teachers can achieve this in our classes, it will ensure success."

"The library with the various new books on the subject was an attractive feature of the course."

"I enjoyed the lab very much, because students are able to work at their own pace."

"I believe my time here has been well-spent. I will carry a great deal back to my classroom."

"I would like to see more of this type of fine work extended into other fields of education under the aegis of the center."

"I've loved the lab - the best teacher training vehicle I have ever seen or experienced."

Negative comments from teachers primarily related to the format of the training materials. The concerns that were expressed were taken seriously into account when the training materials were revised for final publication.

The history of the Teacher Education Center, after its first year, is not an entirely successful one. At that point, it became necessary for the local Board of Education to assume responsibility for operating the center. In addition, it was felt that the center should be relocated so that there would be space for demonstration classes. This would allow teachers to see master teachers in operation.

The center was finally relocated in a building that had such additional space. Three factors inhibited the success of the center at its new location:

1. The location was considered dangerous by many teachers and attendance dropped drastically
2. The demonstration classes never materialized
3. There was a major theft of the center's audiovisual equipment.

The center closed at this new location after three months. The Bureau continued to believe in the validity of a Teacher Education Center as an effective vehicle for in-service staff training, and has continued its efforts to re-establish the center in New York City.

A brochure describing the center, as it operated, appears at the end of this report as Appendix A.

H. Nature of the Training Materials Produced

The Institute of Modern Languages, under contract to the New York State Education Department, developed five units of instruction. The title of the original course was ESL Techniques: A Self-Instructional Program.

The original course materials consisted of texts, workbooks and cassette audiotapes. The texts were the main source of new information on the nature of language and language learning and teaching methods and techniques. The cassette audiotapes provided examples of teaching techniques in action. The workbooks asked teachers questions about what they were learning, to insure that it was understood and could be applied to actual teaching situations.

Much of the course materials were programmed and used a "branching" format. A brief example will explain what this means. On a given text page, a teacher might be told the following:

> When teaching English, we are teaching four skills. The oral skills are listening and speaking; the graphic skills are reading and writing.
>
> Which of the following skills involves graphic learning?
>
> A. Listening — Turn to page 50.
>
> B. Writing — Turn to page 51.
>
> C. Speaking — Turn to page 52.

If a teacher turned to either page 50 or 52, he was told why his choice was not correct and was referred back to the original page and was asked to choose again. On the correct answer page, page 51, new information was given and the course continued. Teachers who made correct choices read fewer pages than those who made a number of incorrect choices.

In its initial field testing of the materials, the Bureau discovered that the first course unit took some teachers as little as one hour and other teachers as many as ten hours to complete it.

The original five units covered the following topics:

I. The Nature of language and how it is learned

II. Teaching listening and speaking skills

III. Teaching a dialogue and a response sequence

IV. Teaching pronunciation

V. Teaching reading and writing skills

An important feature of the original course materials was the pretesting and posttesting format. Each unit of the course was divided into several sections and each section was preceded by a pretest. Depending upon a teacher's score on the pretest, he was either told to study the section or to bypass it and proceed to the pretest for the next section. After studying any section of the course, a teacher took a posttest to see if he had mastered the contents of that section.

In the final version of the training course, the pretests and posttests were eliminated. The reasons for doing this are described in the section entitled "Revision of Training Materials."

I. Collection of Data

The following chart describes what data was collected and how it was obtained.

What	How
Background information on participants (age, sex, level of education, number of years teaching experience, number of years of experience teaching English as a Second Language, native language, other languages spoken)	A registration form was filled out by each teacher when he first entered the center.

What	How
Attendance data (total hours of attendance, number of times teacher worked in the laboratory, duration of each visit)	A record of attendance was kept at the center.
Performance in the course (In which segments of the programmed materials did a significant number of teacher errors occur?)	Teacher's errors in the course materials were entered on data retrieval sheets for each course unit.
Pretest and posttest results	Tests were administered to each teacher at the beginning and end of each segment of the course.
Teacher's attitudes toward components of the program (e.g., clarity, relevance, usefulness)	A questionnaire was filled out by each teacher after participation in the course.

The collected data was analyzed in basically two ways:

1. Teacher errors on the pretests and posttests were analyzed to determine which program objectives were not reached through the course materials. This led to revision of the materials.
2. The relationship between each factor in a teacher's background and his performance in the course was analyzed for significant correlations.

J. Evaluation

A statistical analysis of the data collected at the center was performed by Edgar N. Howell Associates, Inc. The analysis dealt with differences between pretest and posttest scores and with the relationship of participant characteristics to test scores.

The analysis revealed that there were increases from pretest scores to posttest scores that were statistically significant. This indicated that the test score increases were due to participation in the program.

The analysis of the data reported very few significant differences in performance depending upon the personal characteristics and experiences of the teachers. This meant that teachers with little or no formal training or in-service training did as well on the tests as teachers who had received training previously.

The Bureau felt that the ultimate evaluation rested with the teachers who were using the training resources. It was very encouraged with their continued attendance at the center and enthusiastic participation.

In terms of the original objectives set forth in the project proposals, the project could be evaluated as follows:

1. Did the project develop 60 hours of individualized training programs in the teaching of English as a Second Language and were they field tested and revised?

   Yes, the training programs were developed.

2. Did the project develop competence tests in the teaching of English as a Second Language which measured the behaviors covered in the course?

The Bureau did develop pretests and posttests to accompany the training materials. They were not carried over into the final version of the course. It must be said that it is a very difficult task to design instruments to measure a teacher's ability to use methods and techniques to teach students effectively. It really proved to be beyond the scope and capability of this project. They are still needed.

3. Did the project establish a professional development center at which a minimum of 200 teachers were trained?

Yes, the English as a Second Language Teacher Education Center was established in New York City and over 300 teachers received training there.

4. Did the project distribute by March 1, 1973, 60 sets of the self-instructional training course nationally?

The project distributed 250 sets of the materials nationally in December 1974. Thus, the

project missed its target date by a considerable margin, but distributed four times the sets originally promised.

5. Did the project produce a 10-hour training module in understanding and teaching culture and distribute 50 copies of it nationally by September 15, 1973?

The module on culture was included as a unit in the final version of the materials. Thus, 250 copies were distributed nationally. Again, the target date was not met, but five times the copies originally promised were distributed.

K. Home Study Use of Training Materials

In New York State, outside New York City, teachers of adults work in widely dispersed geographical locations. In any one program location, there may be anywhere from one to 15 teachers of English as a Second Language to adults.

The self-instructional training materials seemed well-suited for the training needs of these teachers because they could study them on their own. Thus, the Bureau experimented using them on a home study basis.

In March 1973, 11 orientation sessions were held throughout New York State at which the training materials, in their original version, were distributed. Teachers began to study the materials on their own. In October 1973, the Bureau communicated with these teachers asking

them to fill in a needs assessment form. The results of the needs assessment survey were used both to plan regional workshops on topics of special interest and to prescribe study activities for the 1973-74 school year.

In the regional workshops that were held in January and February 1974, trainers were pleased to see how much knowledge the teachers had gained as a result of their independent study.

In November 1974, the Bureau again conducted orientation sessions at which the completely revised and final version of the training materials were distributed. At the 10 sessions given, 280 teachers received orientation in the use of the new materials. Teachers then proceeded to study the new materials on their own. An interest finder was sent to the participating teachers, to help the Bureau plan follow-up workshops on specific topics in the spring of 1975.

In Appendix B of this report are contained the following items of correspondance that were used to set up the course on a home study basis:

1. Letter inviting teachers to orientation session for original materials and accompanying reply form
2. Letter asking for needs assessment to be submitted
3. Needs assessment form
4. Suggested staff development activities form
5. Sample invitation to orientation session for revised materials
6. Interest finder to help plan followup workshop

L. Production of Unit on Cross-Cultural Communication

In September 1972, the New York State Education Department entered into a contract with Academic Resources, Inc., to produce a ten-hour training module on understanding and teaching culture. Eliane C. Condon, President of Academic Resources and Director of the Language - Culture Institute at Rutgers University, was responsible for the preparation of the unit.

The module was delivered to the Bureau in December 1973. The Bureau decided to use the module, in a considerably reduced form, as a unit in the revised version of the training course.

M. Revision of Training Materials

That the original version of the materials needed substantial revision became very apparent as the materials were used by large numbers of teachers. Difficulties in the format of the materials were pointed out repeatedly by teachers. The tests were never very satisfactory. The Bureau doubted that they accurately measured the skills covered in the course and teachers who received perfect scores on the pretests studied the materials anyway. When questioned, they responded that they didn't want to miss anything.

In general, the sequence of activities in the original units was unsatisfactory. Also, new ideas had gained prominence in the field since the materials were originally produced. The Bureau also felt that the unit on teaching reading and writing skills needed further research and extensive rewriting.

It was decided to eliminate the pretests and posttests, to replace the unit on reading and writing skills with the newly developed one on culture, to substantially reorganize and revise the units and to add a study guide to the course.

In June, July and August of 1973 and also of 1974, the Bureau acquired the services of Lorraine Zinn to handle the revision of the materials, as well as to add needed new content to the course.

The revised course, entitled Teaching English as a Second Language: A Self-Instructional Course, consisted of texts, workbooks and cassette tapes and was divided into units as follows:

Unit I	The Nature and Purpose of Language
Unit II	Approaches to Learning and Teaching English as a Second Language
Unit III	Teaching Oral Communication Skills
Unit IV	The English Sound System: Pronunciation and Discrimination
Unit V	Language and Its Cultural Context

Other revisions included the following: Workbook paging was considerably simplified; many more illustrations were added; the tapes were completely redone with adult basic education teachers and students; the covers of the texts and workbooks were color coordinated; and objectives, tables of contents and supplementary reading lists were added.

The course, in its final form, consisted of 14 separate pieces: five texts, three workbooks, a study guide and five cassette tapes.

The tables of contents from the five units are included in this report as Appendix C. A selection from the final version of the course is included as Appendix D.

N. National Distribution

One thousand sets of Teaching English as a Second Language: A Self-Instructional Course were printed by the New York State Education Department. These sets were allocated as follows:

1. 250 sets for immediate use within New York State
2. 250 sets for national distribution through state directors of Adult Education and Regional Staff Development Projects
3. 500 sets for future New York State needs and to supply, on a request basis, requests from other states

The 250 sets for national distribution through state directors were handled in the following way:

1. The Bureau analyzed demographic data on adult basic education students, as reported by states to the U. S. Office of Education, and allocated 240 sets to states on a proportional basis. Some states which reported extremely small numbers of non-English-speaking students were not allocated a set.

2. A letter was sent to each state director involved informing him or her of the number of sets allocated to his or her state and asking him or her where they should be sent.
3. On the basis of the state directors' responses, the materials were distributed.
4. Each Regional Staff Development project director was sent one set and was asked to help facilitate the distribution and use of the course within his region.

The Bureau prepared a preview kit for the course to send to persons indicating an interest in the materials. Each kit included a letter telling the interested person who in his state already has the materials. Copies of the correspondance used to set up the national distribution are included as Appendix E.

The Bureau acknowledged with great appreciation the assistance with dissemination given by Project IDEA of Teachers College, Columbia University. The staff of Project IDEA, most notably Harold Beder, Gerda Steele and Francesca Smith, assisted the project in several important ways. Project IDEA provided funds for typing the final manuscript and produced an "idea bulletin" describing the course materials and sent it to over 3,000 persons.

A copy of the "idea bulletin" and of a dissemination brochure prepared by the Bureau are included as Appendix F.

CONCLUSIONS AND RECOMMENDATIONS

This section of the report will be devoted to conclusions the Bureau came to as a result of this project. A recommendation will be made based on each conclusion.

Conclusions	Recommendations
Staff development can be individualized, with staff members working on individual needs, setting their own pace and studying at times of their own choosing.	Designers and operators of staff training programs should provide for individual differences in needs and rates of learning.
Self-instructional training materials can help solve training difficulties resulting from a high turnover of staff who work on a part-time basis in dispersed geographical locations.	Trainers who face these difficulties should try to create self-study materials that can be used on an individual basis.
Independent study is only one component of a total training program that should also include group interaction, observation and supervised practice of skills to be learned.	Training programs should provide independent study, group interaction and supervised practice opportunities.

Conclusions	Recommendations
Self-instructional training materials are more effective for acquiring cognitive than affective and psychomotor skills.	Trainers should consider the limitations of self-study materials for skills that are not cognitive in nature.
In creating any training program, it would greatly help to have a detailed listing of competencies necessary to perform the tasks you are training people to accomplish.	Prior to the development of any training program, the competencies to be acquired should be carefully identified.
A centralized teacher education/staff development center with varied resources, flexible time scheduling, provisions for independent study, group interaction and supervised practice (e.g., micro-teaching) can be an effective means of delivering training where there is a high density of teachers to be trained.	Training programs in areas of high staff density should explore the creation and use of a staff development center.

Conclusions	Recommendations
A home study approach to staff development, where resources are suitable for self-study (i.e., not just mailing people books to read) and there is an agency to manage the system, can be effective means of training staff in dispersed geographical locations.	Training programs servicing a dispersed staff population should explore the use of home study opportunities.
When a special project is conducted by an agency that also is directly involved in the operation of ongoing programs, innovations developed are more likely to be implemented. This is because they are most likely to be directly related to program needs and goals.	Special projects should either be operated by, or closely linked to, agencies that actually operate the programs to be served by the special projects.
Any major new idea, approach or product requires a long-term commitment of time, energy and resources to ensure that it is fully implemented in ongoing program operation.	Before entering into a project, applicants should honestly determine whether they have the resources, time and commitment to carry it through to completion and implementation.

Conclusions	Recommendations
It helps when a special project produces an actual, usable product, that embodies the concept on which it is based. For example, a listing of teacher competencies could be more effectively used if it were embodied in a training program, an observation checklist, a test of teacher competencies, etc.	Projects which are researching or demonstrating a new concept or approach should try to embody it in an actual, usable product.
A special project is more likely to succeed if its objectives have been very clearly and concretely established from the outset. Some projects prefer to begin with vague goals on the grounds that it gives them more flexibility; they usually yield vague results.	The objectives for any project should be clearly and concretely established at the outset. Projects should be allowed to alter these objectives, however, as they proceed.

Conclusions	Recommendations
Major tasks, such as the one engaged in by this project, take much longer than anyone can envision at the outset, and suffer from being done under unreasonable time frames.	Agencies funding major endeavors should allow adequate time for full development and resist the urge for immediate results.
A major factor that must be taken into consideration in developing future instructional programs for students and training programs for teachers is the learning styles of the participants.	Different learning styles, as well as learning needs and rates, should be provided for in any instructional program.
Adequate provision and resources for dissemination and distribution are absolutely essential to the success of any special project.	Dissemination should be adequately provided for in the funding of any special project.
Long-term distribution of products on a national scale may be best accomplished through the commercial publishing system. Local, state and federal educational agencies are not well equipped to handle effective national marketing of products.	Projects should explore the use of commercial publishers for long-term, large scale national distribution.

Appendix A

Brochure Describing Teacher Education Center

Appendix B

Home Study Correspondence

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSISTANT COMMISSIONER
FOR SCHOOL SERVICES

DIVISION OF CONTINUING EDUCATION
BUREAU OF BASIC CONTINUING EDUCATION

TO: Coordinators of Adult Basic Education

FROM: Neil W. Carr, Supervisor

SUBJECT: Self-Instructional Teacher Training Program for English as a Second Language Teachers in Adult Basic Education

DATE: February 22, 1973

In September, 1972, you received a memo from me describing a unique in-service training program for teachers of English as a second language (ESL) to adults. We have experienced a series of unavoidable delays in acquiring these teacher training materials, but they are now ready for your use.

These in-service teacher training materials are self-instructional and are designed to be used by teachers on an individual basis.

In order to orient you and your staff to the proper use of these teacher training materials, we will be holding a series of orientation sessions in March throughout the State. The orientation session at your Center is scheduled to take place at

After this session, these training materials may be used however you wish, as a component of your on-going staff development program. These training materials will be provided free of charge and are being mailed directly to you.

For attendance at an orientation session and subsequent use of this training program, your teachers may be compensated on whatever basis you usually use in your program.

Please return the attached form by Monday, March 12, indicating how many of your staff members (ESL teachers) will attend the orientation session designated above.

If you have any questions, please call Robert Poczik at (518) 474-8940.

mc

Attachment

Please return to Robert Poczik, Bureau of Basic Continuing Education, State Education Department by Monday, March 12, 1973.

The following ESL teachers from my program will attend the orientation session at

_____

_____

_____ _____

_____

I will also attend the session. ☐ Yes ☐ No

_____ _____

ABE Coordinator's Name Community

Please return to Robert Poczik, Bureau of Basic Continuing Education, State Education Department by Monday, March 12, 1973.

The following ESL teachers from my program will attend the orientation session at

_____

_____

_____

_____

I will also attend the session. ☐ Yes ☐ No

_____ _____

ABE Coordinator's Name Community

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSISTANT COMMISSIONER
FOR SCHOOL SERVICES

DIVISION OF CONTINUING EDUCATION
BUREAU OF BASIC CONTINUING EDUCATION

This year our Bureau will sponsor 16 hours of in-service training for each teacher of English as a second language (ESL) in federally-funded adult basic education programs.

For these 16 hours of participation, each teacher may be compensated for eight hours at his or her regular hourly teaching rate. A budget amendment is enclosed for you to add these eight hours per ESL teacher to your existing budget. Please complete it and return it to us.

In addition to the budget amendment form, you will find two other enclosures.

1. A form for you to give your inventory of ESL teaching training materials given out at last spring's ESL teacher training workshop conducted by Bob Poczik. You are also asked to list the ESL teachers working in your program this year. Please return it by November 8, 1973.

2. Several copies of a Needs Assessment instrument to be distributed to your ESL teachers. Please see that these Needs Assessment forms are also returned by November 8, 1973.

When we received this information, we will suggest appropriate training activities for each teacher, attempting to meet individual needs. Each teacher will be invited to attend one workshop in his or her geographical area. In addition independent study, films to view, and possibly visitations will be suggested.

In the meantime, each teacher should work on Units 1 and 2 of ESL Techniques: A Self-Instructional Course, since they contain essential information needed by all teachers of ESL to adults.

To summarize, we ask that you do the following:

1. Return by November 8, 1973 the form with the inventory and teachers' names, as well as the budget amendment form.

2. Distribute the Needs Assessment instrument to your ESL teachers and have them returned by November 8, 1973.

3. Have ESL teachers who have not already done so, study units 1 and 2 of ESL Techniques.

Thank you for your cooperation. We hope that a meaningful in-service program and improved classroom instruction will result.

Sincerely yours,

Neil W. Carr

Neil W. Carr, Supervisor
Basic Continuing Education

mc

Enc.

NEEDS ASSESSMENT

For Teachers of English as a Second Language (ESL) to Adults

The Bureau of Basic Continuing Education of the State Education Department will sponsor this year 16 hours of in-service training activities for each teacher of ESL to adults in federally-funded Adult Basic Education Programs. To find out how you will be compensated financially for participating, speak with the Coordinator of your program.

As part of this in-service program, you will be invited to one workshop in your geographical area. In addition to the workshop, individual study, small group activities, films, and intervisitations will be suggested.

Your responses to this instrument will help us to recommend training activities and resources appropriate to your needs as you perceive them.

On the next page you will find listed ADULT STUDENT NEEDS and opposite each need a TEACHER COMPETENCY. These represent needs and competencies that we have observed over several years of working statewide with ESL programs for adults.

Please consider each student need and its corresponding teacher competency. In the space provided, rate your level of interest in acquiring each of the competencies by the following method.

Mark 0 if you already possess competency or are not interested at this time

Mark 1 if moderately interested

Mark 2 if greatly interested

Please return this instrument by November 8, 1973 to

Robert Poczik
Bureau of Basic Continuing Education
State Education Department
Albany, New York 12224

LEARNING AND TEACHING ENGLISH AS A SECOND LANGUAGE

ADULT STUDENT NEEDS		TEACHER COMPETENCIES	YOUR RATING OF YOUR NEEDS
1. Learning English in ways that reflect the nature of language and communication	→	1. Teaching with an awareness of what language is and how it's used for communication	____
2. Using English with an awareness of the cultural values and behaviors that are an essential part of it	→	2. Teaching with an awareness of cultural factors essential in language learning	____
3. Understanding the meaning of new language as it is encountered	→	3. Introducing new language so that its meaning is clear to students	____
4. Practicing newly learned language sufficiently so as to feel comfortable using it	→	4. Providing sufficient and varied practice and drill activities	____
5. Practicing new language in ways that are close to real life situations	→	5. Helping students use newly learned and practical language in more natural communication situations	____
6. Memorizing essential language features so that they are used almost automatically in conversation	→	6. Helping students memorize essential language features through the use of dialogues (that is, short structured conversations)	____
7. Hearing and pronouncing English sounds, stress and intonation necessary for successful communication	→	7. Helping students gain greater control over English pronunciation (sounds, stress, intonation)	____
8. Learning language that will be useful in daily living situations	→	8. Adapting and preparing instructional materials that are both linguistically correct and relevant to adult interests and needs	____
9. Being placed at the correct level of language instruction and being moved to other levels when ready	→	9. Diagnosing levels of oral language proficiency through oral placement and mastery testing	____
Others you'd like to see added:	→	Others you'd like to see added:	____

49 NAME _____ PROGRAM _____ 50

Bureau of Basic Continuing Education
State Education Department
Albany, New York 12224

SUGGESTED STAFF DEVELOPMENT ACTIVITIES
for

For independent or team study:

		Time Taken to Complete Activity	Date Activity Completed
____	ESL Techniques, Unit I (text, workbook, cassette tape)		
____	ESL Techniques, Unit II (text, workbook, cassette tape)		
____	ESL Techniques, Unit III (text, workbook, cassette tape)		
____	ESL Techniques, Unit IV (text, workbook, cassette tape)		
____	ESL Techniques, Unit V (text, workbook, cassette tape)		

Language and Its Cultural Context (text)

____ Part 1. Introduction to Culture*
____ Part 2. American Culture*

____ "Non-verbal Communication" (film)*
____ "Placement Testing in an ESL Program for Adults" (filmstrip and cassette tape)*
____ "Picture Cues in the ESL Classroom" (filmstrip and cassette tape)*
____ "Teaching Adults to Communicate in a New Language" (filmstrip and cassette tape)*
____ "Simplifying Dialogs" (filmstrip and cassette tape)*
____ "An Individualized Approach to English as a Second Language" (filmstrip and cassette tape)*

____ Modifying English as a Second Language Materials for Adult Students (text)*

Workshop:

Other:

*Will be sent when available

Calling all teachers of Americanization, English for the Foreign Born and English as a Second Language in Adult Basic Education Programs

You are invited to a WORKSHOP on
TEACHING ADULTS TO COMMUNICATE IN ENGLISH

Sponsor	The State Education Department
Date	Tuesday, November 26, 1974
Location	Community Education Center, 162 McLean Avenue, YONKERS.
Time	7:15 - 9:30 p.m.
What you'll do there	You'll get to know about an exciting new teacher training course - one that you can study on your own. This self-study course includes texts, workbooks, tapes and a study guide - and they're all free! You'll view demonstrations of teaching oral communication skills. You'll see the best new student materials available from publishers and will be given copies of free materials available from the State Education Department.
Make arrangements for your participation	Your Director or Coordinator is familiar with the workshop program and the self-study course for teachers. Arrange with him or her for your participation in the workshop. Each school district represented at the workshop will receive one set of the course for its teachers.
Workshop Leaders	Presco Anderson and Robert Poczik

To: Teachers of English as a Second Language, Americanization and English for the Foreign Born.

To help the State Education Department plan spring workshops based on your needs, as you see them, please return this form by January 10 to Robert Poczik, State Education Department, Bureau of Basic Continuing Education, Albany, New York 12224.

For each topic, indicate your level of interest:

	Not Interested	Moderately Interested	Greatly Interested
• Handling a class with a great variety of levels of students	_____	_____	_____
• Giving and scoring a short oral placement test to set up more homogeneous classes	_____	_____	_____
• Individualizing instruction "A" - want to explore what it would mean and begin thinking about how it could be done	_____	_____	_____
• Individualizing instruction "B" - have read and thought about it and now want to design procedures and materials	_____	_____	_____
• Increasing reading skills: rate, comprehension and retention	_____	_____	_____
• Using effectively the 25 filmstrips available free from the State Education Department	_____	_____	_____
• Teaching a dialogue to students	_____	_____	_____
• Setting up role play activities in which students act out situations they must function in	_____	_____	_____
• Preparing and teaching a lesson on a particular point of American culture	_____	_____	_____

Other _____

_____

Would you attend a workshop of longer than usual duration - for example, all day or afternoon and evening? Specify _____

_____

_____

Name _____ School District _____

Appendix C

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Final Version of

Training Materials

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Appendix D

Selection from Final Version

of Training Materials

FIRST AND SECOND LANGUAGE LEARNING

Do you remember when you spoke your first word? Your family has probably told you all about it! Often the occasion is a funny one, sometimes an embarrassing one, sometimes a surprise - and almost always, long-awaited!

But do *you* remember it? Chances are, you don't. You also probably don't remember much about the process of learning language, until someone started correcting your mistakes, telling you there was a "right" way and a "wrong" way to say things. At first, they didn't tell you *why*; it was just because "they" said so.

Later, in school, you learned new words, started to read, and laboriously began to shape letters and make them fit between the lines. Even at that time, you were probably not aware that you were learning a language; you were just doing what you were told. After all, that's what kids do when they go to school, right?

Turn to the next page.

After a while, you probably caught on to the whole thing. There were "rules" to follow - and the teacher was there to see that you didn't cheat! You found out that words weren't spelled the way they sounded; they were spelled *correctly*.

And along came "grammar" to really complicate things. You already knew a lot about language - you just didn't *know* that you knew! After all, who on earth would say, "I fly want the moon.", when he really meant, "I want to fly to the moon."? You didn't need a grammar rule to tell you that, right?

Which do you think was easier for you?

(A) Learning language at home and with friends Turn to page 7.

(B) Being taught language in school Turn to page 8.

YOUR ANSWER: Learning language at home and with friends was easier for you than learning language in school.

CORRECT: At least, this is true for most people!

When you first started to learn language, you didn't even know you were learning! You just did what came naturally. When you wanted to communicate your needs, feelings, likes and dislikes, you learned to say what other people said.

Have you ever tried to learn a language other than your native language?

(A) Yes — Turn to page 9.

(B) No — Turn to page 10.

YOUR ANSWER:

You're not really wrong, but your response is surprising! When you were learning language outside of school, it was natural, unconscious learning. Learning in school can be more difficult, since you have to work at it.

Return to the question on page 6.

If you've tried it, we don't need to tell you that the second time is a lot different from the first time! But did you know *why* it was so difficult, so boring at times, frustrating at others. Did you understand why it took you so long to make a little progress? Or why you could never seem to put the words you knew into sentences that were "correct" and expressed what you wanted to say?

Let's look at some of the reasons.

A basic difference between learning the language of one's speech community (a first or native language), and learning a second language, actually has very little to do with language itself!

Can you identify what the difference is? Think about it for awhile, and then . . .

Turn to page 11.

You've never tried to learn a language other than your native language? How did you manage that?

Well, you'll just have to use your imagination. Or talk with some of your friends about their experiences. Or check with your students. Or, better yet, try it! You'll be a better teacher if you have some understanding of what your students are going through.

It sounds almost gruesome, doesn't it? It's not, really. Learning a new language can be exciting, fun (and funny, at times), challenging, a good experience to share with others, a learning adventure, an exposure to new people, new ideas, new sounds. Sometimes, it's even easy!

But you can't avoid all the problems. And our purpose is to make you aware of them, so you can make the experience better for the students you teach.

Turn to page 9.

The difference is that one's first language is learned as a child; one's second language is usually learned as an adult.

Adults don't learn in exactly the same ways as do children. They have different degrees of motivation, different life experiences and interests, different skills and abilities.

When these two factors are combined - the different processes involved in learning a first and second language, and the differences in learning between adults and children - the results are evident in many ways.

Clifford Prator* has categorized and described these differences. We've added some ideas to his to produce Table I.

Turn to the next page.

*Prator, Clifford H. "Adding a Second Language." TESOL Quarterly, III (1969), 95-104.

Table 1: DIFFERENCES BETWEEN FIRST AND SECOND LANGUAGE LEARNING

Category	First Language (child)	Second Language (adult)
1. Time allowed for learning	Almost unlimited; need for language is minimal early in life.	Very limited; need for second language is often immediate.
2. Peer or societal pressure	Minimal; children are allowed to learn over a period of time, by trial and error.	Great; adults must function in society; not "allowed" to make errors.
3. Exposure to language	Constant, daily.	Partial; probably not used with friends and family.
4. Formalized activities	Unnecessary at first; learning comes naturally, without awareness.	Necessary, yet often boring. Language must be *taught*.
5. Responsibility of teacher	Teacher is responsible for only a fraction of the total learning experience.	Teacher responsible for the major part of the learning experience.
6. Structured content of learning experience	Minimal; even language teaching in school is mostly reinforcement of what has already been learned; spontaneity and improvision encouraged.	Sequencing, completeness and practice of language are crucial; take up the major portion of learning time.
7. Sequencing of skills	Natural progression; one skill added at a time.	All skills needed at once; attempts are sometimes made to teach them concurrently.

Turn to the next page.

Table 1 (continued)

Category	First Language (child)	Second Language (adult)
8. Facility for distinguishing and reproducing language sounds.	Apparently unlimited; child easily learns to reproduce any of the sounds he/she hears.	Apparently quite limited; the adult is conditioned to hear only the sounds used in his/her native language; has less facility for reproducing unfamiliar sounds.
9. Basic process of language learning	Experimentation; invention.	Following models, patterns and rules.
10. Awareness of language "rules"	Initially, non-existent. "Rules" internalized from the language itself; learner does not have to formulate them or hear them formulated.	Understanding of rules gives reasons for error, guidelines for correcting errors. Can consciously apply rules to new situations.
11. Motivation	Initially, basic drives urge communication. Later, interests continue to motivate.	Motivation usually stronger. Besides needs and interests, outside pressures (societal, economic) serve to motivate.
12. Rewards and punishment	Most attempts at language are viewed positively; errors are "cute;" no self consciousness.	Proficiency is expected; errors are criticized; learner is reluctant to experiment because he may make mistakes.

Turn to the next page.

Table 1 (continued)

Category	First Language (child)	Second Language (adult)
13. Linguistic interference	No interference from a previously learned language.	New language may differ from native language in sound, syntax, meaning; causes interference in learning.
14. Life experience	Language learning is limited to the realm of the learner's experiences.	Adult learner has a variety of life experiences to relate to, use new language to talk about.
15. Analogy and generalization	Child develops these processes as he/she also learns language.	Adult has already developed these processes; can apply them to language learning.
16. Relationship of language to culture	Language relates the child to a speech community; strengthens cultural identity.	Danger of alienation from native culture; "culture shock."

Turn to the next page.

The list got pretty long, didn't it! Did you notice, though, that not all of the differences create problems for the adult second-language learner? Pause here and look through the list again. Try to pick out some areas of difference where the adult may actually have advantages in learning a second language over a child learning his/her first.

You don't need to memorize the list. Just keep the differences in mind, so as to be aware of them as you help adult students learn English as a second language.

We've identified potential "debits and assets" which your students may have. As you progress through the course, look for guidelines, methods, techniques and approaches which may help you to minimize the debits and maximize the assets.

Turn to page 1 in your workbook.

Appendix E

National Distribution Correspondence

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

ASSISTANT COMMISSIONER FOR
SCHOOL SERVICES

DIVISION OF CONTINUING EDUCATION
BUREAU OF BASIC CONTINUING EDUCATION

Have you ever asked yourself whatever happens to all those 309 projects funded by the U. S. Office of Education? How many actually directly benefit your state program?

Well, as a fellow state ABE administrator, I want to tell you about one that we operated which has greatly benefited our state program. And now, we are able to share it with our colleagues nationwide.

It's a self-instructional training course for teachers of English as a Second Language to adults. We developed it because we wanted to solve the following training problems:

- The turnover of teachers from year to year and within the school year, which really requires year-round training opportunities
- The great differences between teachers which necessitate a more individualized approach to staff development
- Reaching teachers in isolated locations who are difficult to include in training activities

The training course we developed under a 309B grant to meet these needs has been used with over 500 teachers in New York State. Their enthusiastic response has convinced us that we are on the right track. The teachers like studying on their own, at their own pace, focusing on their own individual needs, studying when and where they want to - often in the comfort of their own homes.

And now these training materials are available to you.

We are able to distribute 250 sets of the training materials free through State Directors of Adult Education. A set consists of texts, workbooks and cassette tapes sufficient to train five teachers at a time. The materials may be reused any number of times.

The course materials may be used in conjunction with state or local workshops, as part of a college course for teachers of adults, or on a correspondence, home study basis with isolated teachers.

Based on our analysis of data you have submitted to the U. S. Office of Education, we have allocated free sets for your state.

Would you please return the attached form to us, indicating where you would like your set(s) sent.

If you would like to obtain further sets of these training materials, they will be available at a minimal cost through our State Education Department. Ordering information will be sent to you in several weeks.

Neil W. Carr, Supervisor
Basic Continuing Education

NWC:pam

Return to: Robert Poczik, Bureau of Basic Continuing Education, State Education Department, Albany, New York 12234

I understand that my state has been allocated free sets of TEACHING ENGLISH AS A SECOND LANGUAGE: A Self-Instructional Course. I would like them sent to the following location(s).

Name _____ State _____

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

GREETINGS!

No, you've not been inducted! You've been designated by your State Director of Adult Education to receive this set of very special teacher training materials.

The enclosed Study Guide will explain in detail what these materials are, how they were developed, and how you might best use them.

We hope that you will find the training course as useful as we have in New York State. If you have any questions about its use or about how you could obtain additional copies, please feel free to contact me.

Robert Poczik

Robert Poczik, Associate
Basic Continuing Education
N.Y.S. Education Department
Albany, New York 12234
(Area Code 518) 474-8940

RP/1/74

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

GREETINGS!

Enclosed are the English as a Second Language teacher training materials that you asked us to mail directly to you.

We offer the following suggestions if you plan to use the materials on a loan basis with local adult education programs:

First Possibility

You could mail the materials for Units I and II to one program location. You could give the teacher(s) three to four weeks to study those Units and then could ask them to send them on to the next location. You could then mail Unit III to the first location. When the second location finishes Units I and II, they could mail them to a third program. The first program could then mail Unit III to the second program, and you could mail Unit IV to the first location. Thus, several programs could use the materials on an ongoing basis.

Second Possibility

You could mail the entire set of materials to one location. You could give the teacher(s) at that location three months in which to study the materials. The entire set could then be forwarded to a second program location. Thus you could service three to four programs a year with one set of training materials.

We hope that you will find the training course as useful as we have in New York State. If you have any questions about its use or about how you could obtain additional copies, please feel free to contact me.

Robert Poczik

Robert Poczik, Associate
Basic Continuing Education
N.Y.S. Education Department
Albany, New York 12234
(Area Code 518) 474-8940

RP/2/74

NOTE

As you have already noted, we are only able to send one or a very few free sets to your state. With so few sets, you could do one of the following:

1. Keep the set(s) based at the State Education Department; send out a notice that it is available; and mail it out on a loan basis. (This might be appropriate if you have a number of locations, each with only one or two teachers.)

2. Have the set(s) sent to a university or college that conducts courses that a number of your teachers attend.

3. Place the set(s) in your local program that has the largest number of ESL teachers.

4. Give the set(s) to a cluster of small programs that can share it/them and rotate their use.

If you have someone or several people who ordinarily conduct training, we have designed an orientation workshop for teachers beginning to use these training materials. We can send it upon request.

NOTE

Your state is one of those which is receiving multiple sets of the materials. In considering where you'd like them placed, we suggest the following possibilities:

1. You could have the sets sent to the local programs in your state with the greatest number of ESL teachers.

2. You could have them sent to smaller programs, in more isolated locations, that are difficult to reach with training.

3. You could keep some at the State Education Department; send out a notice of availability; and mail them out on a loan basis.

4. You could have some sent to universities or colleges that conduct courses and training that effects your teachers.

The variety of uses is almost endless. If you have someone or several people who usually conduct your training, we could supply to them on request an orientation workshop we've designed for teachers beginning to use these training materials.

THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
ALBANY, NEW YORK 12224

Thank you for your inquiry about Teaching English as a Second Language: A Self-Instructional Course.

An initial national distribution of these materials has just been completed.

On the bottom of this page, if space permits, or on an attached sheet are the names and addresses of those persons in your area who have received the materials. You could contact these persons to see if you could preview and/or use their copies on a loan basis.

If this is not possible, or if you feel you need additional sets for your own use, further copies of the training materials will soon be available.

By March 1, 1975, we expect additional sets to be ready for free distribution. If you wish to be included in this second stage of the dissemination, please write and tell us the nature of your program and the number of teachers who would use the course materials.

Thank you for your interest.

Sincerely yours,

Robert Poczik

Robert Poczik, Associate
Basic Continuing Education

Appendix F

Dissemination Brochures

Appendix G

National Distribution Pattern

State	Number of Sets	State	Number of Sets
Alaska	1	New Jersey	8
Arizona	4	New Mexico	4
California	45	New York	250**
Colorado	35*	North Carolina	1
Connecticut	5	Ohio	2
District of Columbia	2	Oklahoma	8
Florida	24	Oregon	1
Georgia	10	Pennsylvania	3
Guam	1	Rhode Island	1
Hawaii	9	Texas	30
Idaho	1	Utah	1
Illinois	11	Vermont	1
Indiana	1	Virginia	2
Iowa	2	Washington	2
Kansas	3	West Virginia	2
Maryland	1	Wisconsin	3
Massachusetts	2	Wyoming	1
Michigan	4	American Samoa	1
Minnesota	1	Puerto Rico	19
Nebraska	1	Virgin Islands	2
Nevada	1	Trust Territory	1

(cont'd.)

In addition, one set was sent to each Regional Staff Development project director.

* By special arrangement

** New York substantially contributed to the printing costs and, thus, received sufficient sets to satisfy State needs.